

CCSD Family Engagement Directory

ELEM. SCHOOLS	FE CONTACT	POSITION	EMAIL	SCHOOL	EXT	ADDITIONAL LANGUAGES
	Greg Davis	District FES	davisg@clarke.k12.ga.us	706-546-7721	ext. 18234	
Alps Rd.	Mary Kelly	FES	kellym@clarke.k12.ga.us	706-548-2261	ext. 32240	French
Barnett Shoals	Iulia Barton	FES	bartoni@clarke.k12.ga.us	706-357-5334	ext. 18294	Spanish/German/Romanian
Barrow	Mimi Elliott-Gower	Social Worker/Health	elliottgowerm@clarke.k12.ga.us	706-543-2676	ext. 38360	
Chase	Jacqueline Shirley	FES	shirlevj@clarke.k12.ga.us	706-543-1081	ext. 41244	Spanish
Cleveland	Meredith Needle	FES	needlemd@clarke.k12.ga.us	706-357-5333	ext. 42248	Spanish
Stroud	Erica Kittrell	FES	kittrelle@clarke.k12.ga.us	706-369-1893	ext. 43351	Spanish/Portuguese
Fowler	Vivian Lozano	FES	lozanov@clarke.k12.ga.us	706-357-5330	ext. 50250	Spanish
Gaines	Sandra Bland	FES	blands@clarke.k12.ga.us	706-357-5338	ext. 53458	
J. J. Harris	Clara Londono	FES	londonoc@clarke.k12.ga.us	706-357-5203	ext. 45242	Spanish
Oglethorpe	Vicky Ricome	FES	ricomev@clarke.k12.ga.us	706-549-0762	ext. 60243	Spanish
Timothy	Rebecca Alpaugh	Parapro	alpaughr@clarke.k12.ga.us	706-549-0107		
	Saundra Arnold-Smith	Counselor	arnolds@clarke.k12.ga.us	707-549-0107	ext. 63260	
Whit Davis	Heather Jarboe	Counselor	jarboeh@clarke.k12.ga.us	706-369-1036	ext. 44260	
Whitehead	Meredith Needle	FES	needlemd@clarke.k12.ga.us	706-548-7296		Spanish
Winterville	Deborah Browne	FES	browned@clarke.k12.ga.us	706-357-5222	ext. 68241	
MIDDLE SCHOOLS	FE CONTACT	POSITION	EMAIL		PHONE #	
Burney-Harris-Lyons	Maria Worsley	FES	worslevm@clarke.k12.ga.us	706-548-7208	ext. 25241	Spanish
Clarke Middle	Iulia Barton	FES	bartoni@clarke.k12.ga.us	706-543-6547	ext. 18294	Spanish/German/Romanian
W. R. Colle	Michelle Pisanik	FES	pisanikm@clarke.k12.ga.us	706-357-5318	ext. 24246	Spanish
Hilsman	Joann Griffith	Parapro	griffithj@clarke.k12.ga.us	706-548-7281	ext. 29518	
HIGH SCHOOLS	FE CONTACT	POSITION	EMAIL		PHONE #	
Cedar Shoals	Tallulah Harrell	FES	harrellt@clarke.k12.ga.us	706-546-5375	ext. 21423	Spanish
Clarke Central	Maria Worsley	FES	worslevn@clarke.k12.ga.us	706-357-5200	ext. 20310	Spanish
Classic City	Mimi Middendorf	FES	middendorfm@clarke.k12.ga.us	706-353-2323	ext. 18404	
SOAR	Mark Martin	FES	martinm@clarke.k12.ga.us	706-543-8865	ext. 20432	

ALPS ROAD ELEMENTARY
INVITES YOU TO A

MID-YEAR
**PARENT BREAKFAST
FOR 1ST GRADE
FAMILIES**

THURSDAY, MARCH 4TH, 2010
8:00AM. - 9:00AM.

**“ON THE PATH TO
2ND GRADE”**

LEARN FROM THE STUDENTS:

- WHERE WE ARE
- WHERE WE ARE GOING
- HOW WE CAN HELP YOUR CHILD TOGETHER

SERVING COMPLIMENTARY CHICKEN BISCUITS, FRUIT AND JUICE

NEED HELP WITH TRANSPORTATION TO THE BREAKFAST?
CALL MARY KELLY 706-548-2261 X32240



Sample Script for child for mid-year Breakfast:

- Introduce yourself.
- We would like to tell you about the yellow and blue folders that we are passing out to you now.
- Each student in our class has a yellow Language Arts folder and a blue Math folder where we keep samples of our work.
- This work shows where we are on the path to meeting third grade standards.
- In the folders that we are giving you now, there are examples of work that meets a third grade standard and work that exceeds the standard.
- This work is just an example. It was not done by your child.
- Please look at this work and talk with your child about the ways that the work sample meets or exceeds the standard.
- At home tonight you will be able to look at actual samples of your child's work and compare it to these examples.

Introduce yourself.

We know that you want to help us. On the bookmark in front of you are some things you can do to move us along on our path to middle school.

If you read down the left-hand side, these tips spell out the words Parents Can Help.

We're going to read this list of things you can do to help us at home with our work at school:

Provide a quiet place at home for us to work.

Arrange a place for us to keep our homework supplies.

Revue our work with us.

Establish a daily routine for us at home.

Notice our progress.

Talk to us about school.

Spend some time working with us.

Confer (that means talk) with our teacher.

Allow us to make choices.

Notify the school if you need help.

Have a positive attitude about Alps Road School.

Expect us to work hard but don't pressure us too much!

Look at all experiences as learning moments.

Praise our efforts.



2009 CRCT Home Practice

	Numbers and Operations	Measurement	Geometry	Data Analysis & Probability
First Grade	<ul style="list-style-type: none"> Count and show up to 100 Identify coins and bills Count coins and bills Exchange money up to 20 dollars Place value to 100 Round to nearest 10 Addition and subtraction to 100 Skip count by 2's, 5's, and 10's Addition and subtraction facts to 9+9 Patterns (evens and odds) Fractions (halves, fourths) Use pictures, numbers, or words to solve problems 	<ul style="list-style-type: none"> Compare length and weight by estimation and use of rulers and scales Time to the nearest hour and half hour Sequence events 	<ul style="list-style-type: none"> Create 2-D figures (triangle, rectangle, pentagon, hexagon), and 3-D figures (cylinder, cone, rectangular prism) Classify and compare shapes 	<ul style="list-style-type: none"> Create and interpret tables and graphs (include bar graphs)
Second Grade	<ul style="list-style-type: none"> Place value to 4 digits Count back change, use dollar and cent symbols 3-digit addition and subtraction Multiplication facts 2, 5, 10 Comparing fractions (thirds, sixths, eighths, tenths) Use pictures, numbers, or words to solve problems 	<ul style="list-style-type: none"> Measure (inch, foot, yard, centimeter, meter) Estimate length Tell time to the nearest 5 minutes Number of minutes in an hour and hours in a day Measure and estimate temperature (Fahrenheit) 	<ul style="list-style-type: none"> Describe and classify 2-D figures (rectangle, trapezoid, quadrilateral, pentagon, hexagon) Describe and classify 3-D figures (cylinder, cone, rectangular prism) 	<ul style="list-style-type: none"> Create and interpret tables and graphs
Third Grade	<ul style="list-style-type: none"> Place value tenths to ten thousand Addition, subtraction of 3 or more digits Multiplication concepts of 2-3 digit by 1-digit Concepts of division 2-3 digit by 1-digit whole numbers. 	<ul style="list-style-type: none"> Elapsed time (full, half, quarter hour) Length to nearest $\frac{1}{2}$, $\frac{1}{4}$, inch and mm Area and perimeter of squares and rectangles 	<ul style="list-style-type: none"> Geometric figures Angle relationships — right, acute, obtuse Concepts of circles, diameter, and radius 	<ul style="list-style-type: none"> Create and interpret tables and graphs
Fourth Grade	<ul style="list-style-type: none"> Place value hundredths to one million Rounding numbers Multiplication concepts of 2-3 digit by 1-2 digits Multi-digit division by 2-digit whole numbers Add, subtract, multiply, and divide with 2-digit decimals Add, subtract fractions with common denominators 	<ul style="list-style-type: none"> Weight Angle measurement 	<ul style="list-style-type: none"> Classification of geometric figures Models of 3-D figures Coordinate system 	<ul style="list-style-type: none"> Create and interpret tables and graphs
Fifth Grade	<ul style="list-style-type: none"> Multiples, factors, divisibility Place value hundredths to one million Compute with (+, -, x, ÷) and use decimals less than one and greater than one Add, subtract, multiply, and divide fractions with unlike denominators Meaning of percentage 	<ul style="list-style-type: none"> Area of various figures — triangle, square, rectangle, parallelogram Volume of cube and rectangular prism 	<ul style="list-style-type: none"> Circumference and area of a circle 	<ul style="list-style-type: none"> Organize, display, and analyze data, choose appropriate graphs



Science At Home

- Build on observations...focus on differences and similarities. Use writing and drawing to as a way to report observations.
- Build questions on questions. Build on "what do you think is happening?" with "why do you think that?" then "what proof do you have?"
- Create a "feely" bag using a paper bag or an old sock. Place a variety of objects in the bag and have your child identify the objects by touching only. Ask your child to identify the object and tell you why they formed their opinion (is it soft/hard, smooth/bumpy, etc.).
- Help your child learn about life science through planting a seed (such as a bean or grass seeds) in a small cup or pot. Talk with your child about what the plant needs to grow, such as water and light. Have you child draw a picture of the plant once a week to chart the plant's growth.
- Help your child understand the different properties of matter by making Jell-O. Have them use their senses to observe and describe the changes from liquid to solid. Eat and enjoy!
- Allow your child to check the weather and decide what to wear.
- In the spring, go on a bug safari in your yard or neighborhood. Have them make 5 observations (size, color, patterns, etc.) and write them down. When you return to your home, have them draw pictures of the different bugs from their observations.
- Take a walk and collect leaves. Have you child sort the leaves by as many ways possible (size, color, texture, shape, etc.). Tape the leaves onto paper to make a notebook with their observations and the location where they were found.
- Calendars are also useful in working with plants. In the spring, have your child record when local plants start to bud, flower, and send out their first leaves. In the fall, record when the first leaf turns color, when the tree reaches full color, and when the majority of the leaves fall. Have your child look for patterns in their observations.
- During bath time provide several different objects for your child to play with in the tub, such as a rubber duck, a metal spoon, and a plastic bowl. Talk about why some sink and some float. Do some "experiments" to see if you can change what they do. Bubbles are great for the bathtub, too. Try blowing the bubbles with different force and see how it affects the number and size of the bubbles.
- Look at the night sky for several weeks around the same time and locate the moon. Is it behind a tree, over the garage, or across the street? Does it change places? Does it seem higher or lower in the sky? Does it change shape? Invite your child to draw a picture showing all the different ways he has seen the moon.

For more information contact Claude Gonzalez, the CCSD Science Coach at
(706) 546-7721 (ext 18274) or email gonzalezc@clarke.k12.ga.us.



**Programa de Computadoras Reacondicionadas del
Distrito Escolar del Condado de Clarke**

El Distrito Escolar del Condado de Clarke y "Free IT of Athens" están ofreciendo a su familia la oportunidad de obtener una computadora portátil reacondicionada. El costo es \$25.00 para las familias en el programa de comidas escolares gratis o a precio rebajado, y \$100.00 para las demás familias. Las familias que recibieron una computadora en el otoño 2008 no tienen derecho a participar. Las solicitudes de las familias para participar en este programa serán clasificadas de acuerdo al siguiente criterio:

- Derecho a participar en el programa de comidas escolares gratis o a precio rebajado
- Número de niños inscritos en las escuelas del Condado de Clarke
- Si su familia tiene o no una computadora en buen estado en la casa

Las familias elegidas necesitarán participar en un curso de capacitación básico sobre computadoras de aproximadamente 80 minutos de duración.

Por favor, complete la siguiente información:

Nombre del estudiante: _____ Grado: _____ Escuela: _____

Nombre del padre/tutor: _____

Dirección: _____
Ciudad Estado Código Postal

Teléfono de la casa: _____ Teléfono celular: _____

Por favor, nombre a todos los/las hermanos(as) que viven en el mismo hogar con éste(a) estudiante, y están matriculados(as) en el Distrito Escolar del Condado de Clarke:

Nombre: _____ Escuela: _____

Nombre: _____ Escuela: _____

Nombre: _____ Escuela: _____

Nombre: _____ Escuela: _____

Por favor, indique si Ud. posee una computadora en buen estado: ____ Sí ____ No

Por favor, indique si Ud. tiene acceso a la Internet en su casa: ____ Sí ____ No

Como padre o tutor del estudiante nombrado arriba, doy fe que la información contenida en esta solicitud es verdadera hasta lo que yo sé. También, se espera que yo haya leído y entendido la siguiente declaración: Cualquier familia que reciba equipo de la asociación del Distrito Escolar del Condado Clarke con "Free IT of Athens" no podrá responsabilizar a ninguna de las partes por problema alguno que pudiera surgir por la posesión o uso de este equipo, ni esperará asistencia adicional alguna, mantenimiento, o reparación por cualquiera de las partes. Aunque se ha realizado el mayor esfuerzo para asegurar que el equipo esté funcionando, la computadora viene "como está" y no habrá asistencia adicional disponible de ninguna de las partes.

Además, el padre/tutor que abajo firma acuerda que la propiedad de la computadora reacondicionada del Distrito Escolar del Condado de Clarke no será transferida por un periodo de 12 meses a partir de la fecha indicada abajo:

Firma del padre/tutor

Fecha

Tiene hasta el 28 de abril, 2009 para devolver este formulario a la oficina de la escuela de su niño(a).

Computer Instructions

Taking care of your computer

- Do not drop it or place anything heavy on it.
- Keep away from liquids.
- Keep away from extreme temperatures.
- When you are not using it, turn off the computer by clicking the red and white icon on the right of the top panel.

Users

- Remember your username. Put it here for now _____.
- Remember your password. Put it here for now _____.
- Keep this information in a safe place.
- *Administrators* can make changes that affect all users. *Desktop Users* can only make changes that affect themselves.
- Administrators can add or edit users by clicking the mouse.
-

About Ubuntu

- Your computer has an operating system call Ubuntu. Software made for Windows or OS X can not be run on it.
- The panel at the bottom of the screen shows your running applications.
- The panel at the top of the screen has menus that allow you to run software (*Applications*), organize your files (*Places*), and change settings (*System*).
- Clicking something with your left mouse button will choose it.
- Clicking something with your right mouse button often brings up options.
- Moving the mouse over a menu item or icon often brings up text that describes what the item is for.

Some Software

- Software is placed in different categories under the *Applications* menu in the top panel
- Administrators can install more software by clicking *Applications -> Add/Remove*
- To browse the web, click *Applications -> Internet -> Firefox Web Browser*
- To create a document, spreadsheet, or presentation, click *Applications -> Office* and choose *OpenOffice.org Word Processor*, *OpenOffice.org Spreadsheet*, or *OpenOffice.org Presentation*
- When saving a file in OpenOffice.org, if you need to share the file with someone who has Microsoft Office be sure to click on *File -> Save As*, click on *file type*, and choose *Microsoft 97/2000/XP*.
- There is more software installed, so explore!

To learn more, click *System -> Help and Support*. This has information about many topics such as adding and removing software; files, folders and documents; customizing your desktop; the internet; music, videos and photos; and printing, faxing and scanning.

If you need help with your computer, you should contact Free IT Athens by emailing freeitathens@gmail.com or calling 706-621-6157. During their open hours, they offer free computer help in person at 594 Oconee Street. Free IT Athens makes every effort to help people as efficiently as possible on a first-come, first-served basis.



Community Meeting!

**Come and meet the new
principal, Dr. Kelley Castlin-
Gacutan, and support staff
of Clarke Middle School!**

**Thursday, January 28th, 2010
5:30 pm.**

**Parkview Community Center
Door prizes will be given away and
snacks will be provided.**



Preparing for Success School & Community Workshop for Parents

**October 24, 2009
8 a.m. - 12 Noon**

**Clarke Middle School
1235 Baxter Street, Athens**

8:00 - 8:15 Registration, breakfast
8:15 - 8:50 *Dr. Philip Lanoue*
CCSD Superintendent
Mrs. Martha Hackney
CCSD Dir. of Special Education
8:50 - 9:00 Move to workshop of choice
9:00 - 12:00 Workshops and Poster Sessions

***Light Breakfast, Transportation,
and Childcare Provided***

For more information call:

Greg Davis, Family Engagement : 706-546-7721 ext. 18234
Nicola Dovey, Special Education: 706-548-3550 ext. 20327

For transportation and/or childcare call:

Jane Matthews: 706-546-7721, ext 18291
On the day of the Workshop call: 706-621-1776



Choose One In-Depth Workshop

and

***Visit Our Poster Sessions
During the Half Hour Break!***

Workshop A 9:00—12:00

Practical Behavior Support

Strategies for Parents—A hands-on workshop with useful tools for parents to promote positive behavior in home, community, and school

Tara Ford, CCSD Coord. For Behavior Support

LaKeisha Gantt, CCSD District Behavior Specialist

Workshop B 9:00—12:00

Transition from High School - Education, Training, and Career Development

9:00-9:45

School Based Programs & Services

- ◇ Vocational Rehabilitation
- ◇ High School High Tech
- ◇ Career Tech Instructors (CTI) & Career, Tech & Agricultural Education (CTAE)

9:50-10:35

Athens Tech. Disability Services

10:40-11:10

BREAK TO VISIT POSTER SESSIONS

11:15-12:00

Georgia Dept of Labor Career Center—
Mr. Ray Beck

Workshop C 9:00—12:00

Transition & Life Planning -

Guardianship, Trusts, Medicaid Waiver, Residential and Employment Services

9:00-9:45

Legal Overview of Special Needs Trusts and Guardianship—Local Attorney Denise Grayson

9:50-10:35

Medicaid Waiver—

- ◇ Betty Dykes Region @ MHDDAD
- ◇ Pat Satterfield, Parent to Parent of Georgia

10:40-11:25

Panel Discussion—Community Supports

- ◇ Briggs and Associates—Employment
- ◇ Georgia Options—Residential
- ◇ Hope Haven—Employment
- ◇ Community Supports, Respite

11:30-12:00 noon

BREAK TO VISIT POSTER SESSIONS

Poster Sessions

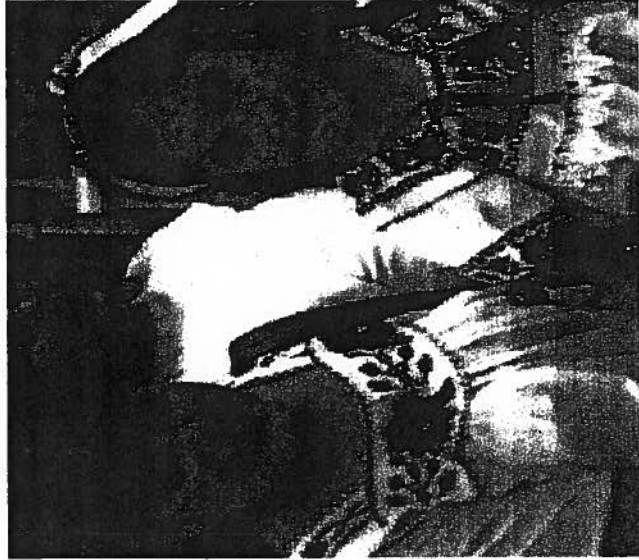
*Babies Can't Wait, Multiple Choices,
Athens Transit, Briggs and Associates,
Children's Medical Services,
Georgia Options, Goodwill Industries,
Hope Haven, Institute on Human Development and Disabilities, Open Arms,
Parent to Parent of Georgia, Special Needs Library, Tools for Life, Tourettes Assoc., Work Ready, and more!*

7ma Feria Anual del Desarrollo Comunitario 2010

STARS XII (Student, Teachers, and Athens Reaching for Success)

**Inscribe tu GRUPO
ARTÍSTICO comunicándote
con SABRINA GODINEZ en
godinezs@clarke.k12.ga.us
o llama al 706-546-7721
extensión 18290**

**Inscribe tu
MESA DE INFORMACIÓN,
comunicándote con
GREG DAVIS en
davisg@clarke.k12.ga.us o
llama al 706-546-7721
extensión 18232**



**Dirigido a todos los
miembros de la comunidad
de Athens**

TRANSPORTE GRATIS

Si necesita transporte, por favor llame a Margarita Tejeda al 706-546-7721, extensión 18312 y deje un mensaje con su nombre, dirección, y número de pasajeros antes del 6 de ABRIL.

Juegos, presentaciones, rifas,
premios, mesas de información,
de servicios comunitarios,
música en vivo, inscripción para
campamentos de verano, CORTE
DE CABELLO GRATIS,
DISTRIBUCIÓN DE ALIMENTOS
Y ROPA.

FESTIVAL PARA LA FAMILIA GRATIS

Sábado, 10 de abril de 12:00-4:00p.m.

**Escuela Clarke Middle
1235 Baxter Street**



at Parent-Teacher Conferences

Questions parents could ask

- ❖ Is my child performing at a capable level in basic skills?
How can I help my child become an even stronger learner?
- ❖ What do my child's test scores show? What are his/her strengths and weaknesses?
- ❖ Can we go over some examples of my child's work? Will you explain your grading standards?
- ❖ Does my child need extra help in any other area? What do you recommend? How can we work together to help my child?
- ❖ Does my child do all the assigned work, including homework?
- ❖ Does my child seem to like school and get along with classmates?
- ❖ Have you noticed any changes in my child over the year?

Thank you for **Being There.**



en las Conferencias entre Padres y Maestros

Preguntas que Ud. podría hacer

- ❖ ¿Está mi niño/a rindiendo a un nivel apto en las habilidades básicas?
¿Cómo puedo ayudar a mi niño/a a que sea un mejor alumno?
- ❖ ¿Qué muestran los resultados de los exámenes de mi niño/a? ¿Cuáles son sus fortalezas y deficiencias?
- ❖ ¿Puedo ver algunos ejemplos de los trabajos de mi niño/a? ¿Me podría explicar sus estándares de calificación?
- ❖ ¿Necesita mi niño/a ayuda adicional en alguna otra área? ¿Qué recomienda Ud.? ¿Cómo podemos trabajar juntos para ayudar a mi niño/a?
- ❖ ¿Hace mi niño/a todo el trabajo asignado, incluyendo la tarea?
- ❖ ¿Se le nota a mi niño/a que le gusta la escuela y se lleva bien con sus compañeros?
- ❖ ¿Ha notado Ud. algún cambio en mi niño/a en el transcurso del año?

Gracias por **Estar Presente.**



*Hispanic Appreciation Luncheon at J.J. Harris Elementary
Thursday, Sept 24 at your child's lunch time. We would like to everyone to celebrate
Hispanic Heritage month with us!

Menu: Meat Nachos, Mini corn dog, fiesta rice, refried beans, and fruit
Adults: \$2.75 Extra child: \$1.35



*Grandparents Luncheon at J.J. Harris Elementary
Monday, Sept 28 at your child's lunch time. We're looking forward to seeing you!
Menu: Spicy chicken drumstick, quesadilla, black eye peas, creamed potatoes, and fruit.
Adults: \$2.75 Extra child: \$1.35

For more information call Clara Londono, family engagement specialist, FES, at 706-353-1737



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Soul Food Lunch at J.J. Harris Elementary!

When: Wednesday, Feb 17 2010

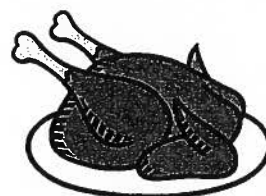
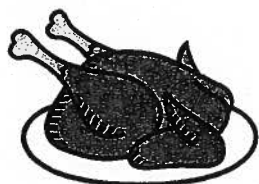
Time: At your child's lunch time.

Menu: Oven fried chicken, Bean Burrito, Savory Rice, Green Beans, and cookie.

Adults: \$2.75

Extra child: \$2.75

For more information call the school at 706- 357-5203



Soul Food Lunch at J.J. Harris Elementary!

When: Wednesday, Feb 17 2010

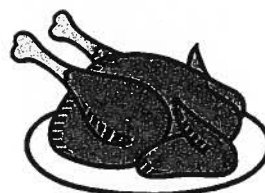
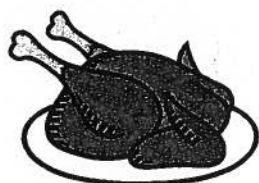
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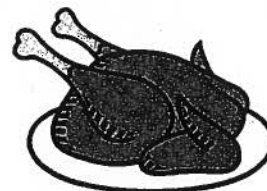
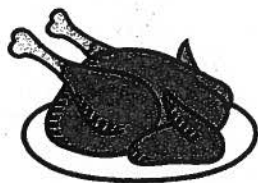
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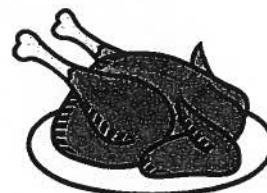
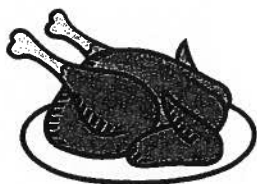
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Menu: Oven fried chicken, Bean Burrito, Savory Rice, Green Beans, and cookie.

Adults: \$2.75

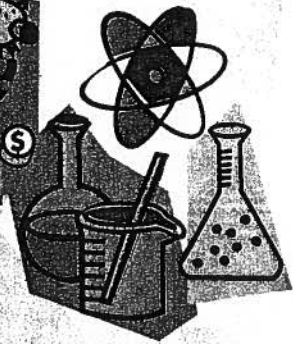
Extra child: \$2.75

For more information call the school at 706- 357-5203





Math Science Night Noche de Matemáticas y Ciencias



Come and have fun exploring math concepts with your child! Math is MUCH, MUCH more fun when everybody gets to play.

Come and play with us!



Venga y diviértase explorando matemáticas con su hijo. Los números son MAS y MAS divertidos cuando todos jugamos con ellos!

Come and have fun with us! We have prizes and FREE t-shirts for parents. We hope to see you here! **PARENTS:** Use the cafeteria entrance by the school bus parking lot.

Date: February 9th, 2010

Time: 6:00 p.m. - 7:00 pm

Science Games in the Gym— Juegos de ciencia en el gimnasio

- Airzoocal -
- Balance Beam with a coin and a bottle—Equilibrio con una moneda y una botella
- Bridge building - Construcción de puentes
- Build your own submarine! - Has tu propio submarino
- And many more fun games! - y mucho mas!

Venga y diviértase con nosotros!

Tendremos premios, y camisetas GRATIS para los padres. Esperamos verlos! **PADRES:** Usen la entrada de la cafetería cerca al estacionamiento de los buses.

Fecha: Febrero 9, 2010

Hora: 6:00 PM—7:00 PM

If you need transportation to come to this school event, please call Clara Londono at 706- 353-1737 by Friday Feb 5th
Si usted necesita transporte para venir a este evento escolar, por favor llame a Clara Londono al 706- 353-1737 a mas tardar el
Viernes 5 de Febrero.



To Some Special Parents/Guardians of Clarke County Students,

Clarke County School District is very appreciative of our partnership with you. By working together, we are educating the best group of children Clarke County has ever had. To make it even better, we are inviting you to a special parent/guardian event on September 21 from 6:00 p.m. to 8:00 p.m. at the Board of Education offices at 240 Mitchell Bridge Road.

Dr. Anne Henderson, a senior consultant with the Community Involvement Program at the Annenberg Institute for School Reform, would greatly appreciate the opportunity to visit with you. At the meeting, she wants to

- Understand your ideas on how the school and district can improve relationships with families – all families – and work with you more closely to make sure your children do well in school and enjoy learning.
- Hear the best experiences you've had at your child's school.
- Examine the role of parents as advocate for their children.
- Brainstorm as to ways the school and teachers can do to help you support your children's success in school.

For the three days following this Monday night meeting with you, Anne will be conducting workshops with school principals, counselors, family engagement specialists, and other school district staff. The direction of these workshops will be governed, in part, by what you tell.

Food will be served from 5:30 to 6:00 p.m., with the meeting beginning at 6:00 p.m. If you can attend this event please mail the registration form. Thanks again for all you do.

Sincerely,

Dr. Monica Knight

**Parents/Guardians/Grandparents Meeting with Anne Henderson
September 21, 2009**

Best Experience with School:

1. Greeting families & children daily
2. Opportunities to speak and meet with other parents: PTO, events
3. Meeting with teachers about my child
4. Daily interaction, regular feedback with folders
5. FES – place to go
6. Principal greeting, taking child to class, being warm and welcoming
7. Involvement in classroom
8. Day-before orientation/meet teachers
9. Daily email from principal, with events and calendar

Elementary – School Improvement:

1. Parents' input must be respected at district and school board level. Principals need autonomy!
2. Encourage family activities at home.
3. Provide better translation for Hispanics at parent meetings.
4. Teachers should call parents (daily) about behavior good or bad. (1 child per day)
5. Parents participation in the classroom
6. Teachers need to use parents that have volunteered themselves.
7. Administration needs to reward positive behavior

Elementary:

1. Weekly email communication is a good idea!
2. Parents need guidance so they can "Help" correctly (not teach the wrong way).
Example: "New Math" "investigations" do not reinforce skills – drills are important
3. Copy limits and paper rationing are wrong! Who makes such decisions?
4. Advanced notice of activities/expectations is good
5. School should communicate with every parent (even in divorce situations)
6. Recognition of students – work with parent schedule

Middle/High Schools:

1. Teachers as role models
Structure Expectations
Guidelines
2. Communication with all populations
Email – Mail - Face-to-face
3. Relationships
Inviting/Welcoming
PTO – More quality meetings between teachers/parents and parents/parents
4. Transitions to schools
Elementary to Middle School
Middle School to Nigh School
5. Quality education for ALL students
6. Teachers who LOVE their job
Parents who APPRECIATE teachers
7. Nontraditional meeting times

MOBILE PANTRY IN JUDIA JACKSON HARRIS ELEMENTARY!!!

WHEN: Thursday, Oct 1, 2009

TIME: 4:00 P.M. – 6:30 P.M.

WHERE: JUDIA JACKSON HARRIS
ELEMENTARY SCHOOL PARKING LOT.
2300 Danielsville Road, Athens GA 30601

Pour, Inc, a Georgia Non-Profit Corporation, is bringing a mobile pantry for families. After filling out a form, families will receive a **FREE** box full of groceries. First come, first served. You will only need to indicate your monthly income, number of children, adults and seniors. If you have any questions call at:

706- 353-1737

Come on Oct 1 at 4:00 P.M.!



CAMION DE COMIDA GRATIS EN JUDIA JACKSON HARRIS ELEMENTARY!!!

CUANDO: jueves, 1 de Octubre, 2009

HORA: 4:00 P.M. – 6:30 P.M.

DONDE: PARQUEADERO DE JUDIA
JACKSON HARRIS ELEMENTARY SCHOOL
2300 Danielsville Road, Athens, GA 30601

Pour, Inc., una organización sin animo de lucro, va traer un camión de comida para familias. Después de llenar una forma, las familias van a recibir **GRATIS** una caja llena de comida y se atenderán en el orden que lleguen. Usted solo debe indicar su ingreso semanal, numero de niños, adultos y ancianos en su familia. Si usted tiene preguntas llame al
706- 353-1737



Los esperamos el 1 de Octubre a las 4:00 P.M.!



CLARKE COUNTY SCHOOL DISTRICT

Whitehead Road Elementary School

Ways Dads can get Involved in Child's Learning

[Maneras cómo pueden los padres participar en la educación de sus hijos]

Send my child to school regularly, on time, and ready to learn.

[Enviar a mi hijo(a) a la escuela regularmente, a tiempo y preparado para aprender.]

Spend, at least, 30 minutes a day reading to my child or listening to my child read.

[Leer a mi hijo(a) por lo menos 30 minutos todos los días o escucharlo(a) leer.]

Establish a time and place for homework and make sure it is complete.

[Determinar un lugar y hora para hacer las tareas y asegurarme que estén completas.]

Review and sign the Wednesday Folder and return it to Whitehead on Thursday.

[Revisar la carpeta de los miércoles y regresarla al siguiente día a la escuela.]

Review and sign nightly the Agenda Book/Planner.

[Revisar y firmar la agenda cada noche.]

Support the school in developing positive behaviors.

[Apoyar a la escuela en el fomento de conductas positivas.]

Attend the fall and spring parent-teacher conferences.

[Asistir a las conferencias entre padres y maestros de otoño y primavera.]

Volunteer at the school (when possible).

[Servir de voluntario en la escuela.]

Participate in quarterly "FACES" activities & "Curriculum Nights".

[Participar en las juntas trimestrales 'FACES' y 'Noche de Currículo'.]

Make appointments with teachers and/or administrators to address concerns relating to my child.

[Hacer citas con maestros y/o administradores para tratar asuntos relacionados con mi hijo(a).]





CLARKE COUNTY SCHOOL DISTRICT

Interpreting TIPS

Interpreter Expectations

- Interpret and convey teacher's explanation to the best of your ability
- Refrain from providing personal comments
- Stay on topic as much as possible [be sure to interpret small talk to teacher]
- Ask the teacher for further explanation when needed
- Maintain confidentiality
- Become familiar with school educational language prior to parent conferences [lists of school terms are available on HandsOn website]

Teacher Expectations

- Maintain good eye contact with the parent
- Talk in short sentences [make sure interpreter has time to process information]



CLARKE COUNTY SCHOOL DISTRICT

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CLARKE COUNTY SCHOOL DISTRICT

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CLARKE COUNTY SCHOOL DISTRICT

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Clarke County School District
VOLUNTEER LANGUAGE INTERPRETER AGREEMENT

Thank you for your willingness to do language interpreting for the Clarke County School District!

For each school you visit, please provide the following information and sign on the back.

Name: _____

Email: _____ Home/Cell Phone: _____

Language Proficiency/Training (specify languages):

Name Previous Interpreting Experience into English:

Please carefully read each of the following sections:

(1) Confidentiality of Student Information:

I understand that as an interpreter, I may be involved in discussions of confidential student information, including grades, test scores, medical history, or others. I agree not to divulge the content of this information.

(2) Interpreter Ethics:

I certify that I have watched the CCSD Interpreter Training Video which describes the ethical considerations of being an interpreter. (On the HandsOn website)

(3) Release, Waiver Of Liability, And Covenant Not To Sue

I hereby acknowledge that my voluntary participation as an interpreter for the Clarke County School District may involve risks of property damage, bodily or personal injury which could result in death. Potential risks include, but are not limited to, motor vehicle accidents, theft or property damage, injury from trips or falls at the school site(s), exposure to contagious diseases, exposure to inclement weather conditions and any other risks that may be associated with the above-mentioned program.

School Abbreviations

ACT - American College Test / College Entrance Test = *Examen de admisión a la universidad*

ACCESS - Assessing Comprehension and Communication in English State-to-State for English Language Learners / test to all eligible English Language Learners (ELL's) = *Este examen evalúa las habilidades de los estudiantes ELL (que están aprendiendo inglés) en cinco áreas del idioma inglés: lenguaje social e instructivo, gramática, matemáticas, ciencia y estudios sociales.*

AP - Advanced Placement / Program designed to provide college credit and appropriate placement to secondary students who successfully prepare for the college level course = *Es un programa diseñado para otorgar crédito académico universitario y una asignación apropiada a los estudiantes del bachillerato que se preparan exitosamente para el curso a nivel universitario.*

AYP - Adequate Yearly Progress / Minimum level of improvement that the school must achieve each year to meet the state academic standards = *Progreso anual adecuado es el nivel mínimo de avance que la escuela debe lograr cada año para cumplir con los estándares académicos del estado.*

CAP - Concepts About Print / Designed to assess emergent literacy skills that children develop as they're learning to read = *Esta prueba está diseñada para evaluar las habilidades de conocimientos generales que los niños desarrollan al aprender a leer.*

CRCT - Criterion-Referenced Competency Tests / Designed to measure how well students acquire, learn and accomplish the knowledge and skills set forth in a specific curriculum or unit of instruction = *Examen estandarizado diseñado para medir que tan bien los estudiantes adquieren, aprenden y dominan habilidades y conocimientos establecidos por un currículo particular o unidad de instrucción.*

EIP - Early Intervention Program / Designed to provide additional instruction to students who are at risk of not reaching academic grade level performance = *Programa académico de intervención diseñado para proveer instrucción adicional a los estudiantes que están en riesgo de no lograr un rendimiento académico a nivel del grado.*

ELT - Extended Learning Time / Additional instruction during the school day in reading or math depending upon the student's need = *Tiempo de instrucción adicional durante el horario escolar en lectura o matemáticas basado en las necesidades del estudiante.*

EOCT - End-of-Course-Tests = *Exámenes de final de curso. Es un requisito aprobar los exámenes de final de curso para recibir un diploma de bachiller en Georgia.*

ESOL - English for Student of Other Languages program = *Programa de inglés como segunda lengua; ELL - English Language Learners = Estudiantes que tienen como lengua natal otro idioma que no es inglés. Estudiantes que están aprendiendo inglés.*

FERPA - Family Educational Rights and Privacy Act / Provides parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records = *La Ley de Derechos Educativos de la Familia y la Confidencialidad confiere a los padres y los estudiantes mayores de 18 años (denominados "estudiantes aptos") ciertos derechos con respecto a los expedientes académicos o registros educativos del estudiante.*

GAA - Georgia Alternate Assessment / IEP based-assessment = *Evaluación para medir el progreso hacia el logro de las metas del programa individualizado de educación ("IEP") de cada estudiante.*

GHS GT - Georgia High School Graduation Tests = *Exámenes de graduación de la escuela preparatoria en Georgia. Es un requisito aprobar cada uno de estos exámenes para recibir un diploma de bachiller en Georgia.*

GHS WT - Georgia High School Writing Test / This test is an assessment of how well a student can respond to an assigned writing topic. Passing this test is one requirement for receiving a high school diploma in the State of Georgia = *Este examen evalúa que tan bien un estudiante puede responder a un tema de redacción asignado. Es un requisito aprobar este examen para recibir un diploma de bachiller en el Estado de Georgia.*

OCTOBER -F.E.S.T

VIERNES, OCTUBRE 16

5:00 P.M. - 7:00 P.M.



POR FAVOR TRATE DE DONAR ESTAS COSAS A LA ESCUELA ANTES DE LAS 4:30 P.M.



Paseo en Pony

- Paseo en la Paja
- Caminata del Pastel
- Caminata de Pastelitos
- Dulce de Algodón
- Estanque del Pato
- Árbol de Lollipop

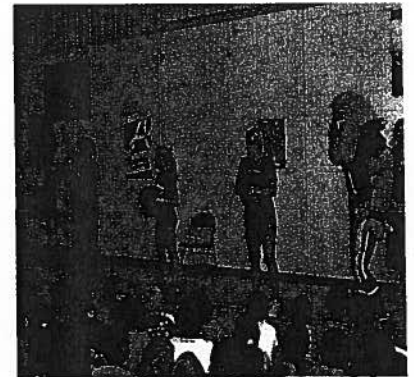
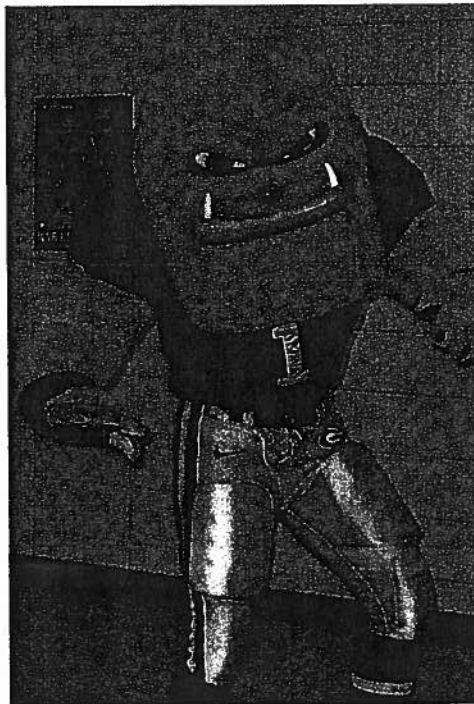
Y mucho más!!!



Precio del
Ticket
4 por \$1.00



¡Venga y tómese una foto
con la mascota de UGA
Harry Dawg y UGA
cheerleaders!!!!



RIFA: \$1.00

¡MUCHO MAS!!!!

Oglethorpe Avenue Elementary School
"Noche de Cultura"
"A Night of Culture"
Thursday, January 28th, 2010
6:00 – 8:00 p.m.

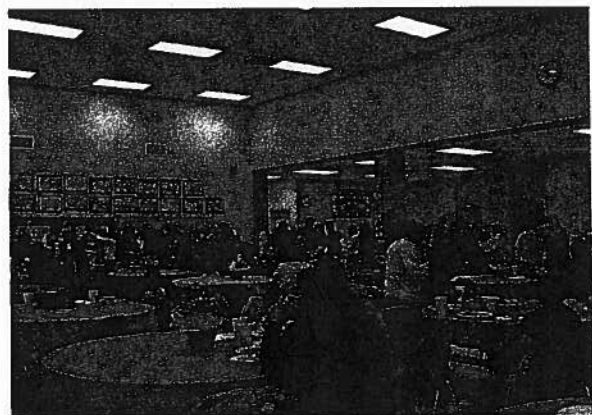
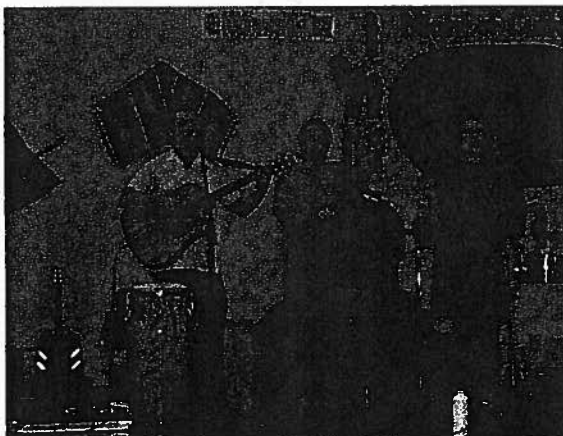
On January 28th, Oglethorpe Avenue Elementary will host its ninth annual "Noche de Cultura", the mission of culture night is to provide a venue from which the families at Oglethorpe Avenue Elementary School can explore their heritage, learn about other cultures and rely on system of social support.

We aspire to increase our knowledge and tolerance of other cultures through a process of complete immersion in their traditional cuisine.

****Families of all cultures can share an evening of food, fun and dancing. Each family at Oglethorpe Avenue Elementary is asked to bring a dish native to their country of origin. All parents, students and staff are invited to attend this celebration****

Highlights:

- Live Salsa Band (Grogus)
- Presentation of Books donated by the 40 Watt Club
- Door Prizes
- Singing and Dancing
- Great Food
- Art Exhibit
- And More



If you have any questions about this event please contact Ms. Vicky Ricome at ricomev@clarke.k12.ga.us or please call (706) 549-0762 ext. 60243



The Board of Education recognizes that a child's education is a responsibility shared by the school, family and community. To support the goal of the Clarke County School District to educate all students effectively, the schools, parents and community must work as knowledgeable partners.

Although parents are diverse in ethnicity, culture, language and needs, they share the school's commitment to the educational success of their children. The Clarke County School District, in collaboration with parents and community, shall establish programs and practices that enhance family engagement and equity and reflect the specific needs of students and their families.

To this end, the Board of Education supports the development, implementation, and regular evaluation of a family engagement and equity program in each school, which will involve parents and community at all grade levels in a variety of roles. The family engagement and equity programs will be comprehensive and coordinated in nature. They will include, but not be limited to, the following components:

Component 1: Student/Family Learning - Education is student and parent centered and inclusive of the voices and experiences of our students/families.

Component 2: Communication - Communication between home and school, is open, frequent, meaningful, and conducted in multiple ways.

Component 3: Parenting - Parenting skills are promoted and supported.

Component 4: Positive and Equitable School Culture - School cultures are open, helpful and inviting.

Component 5: Parent Decision Making / Advocacy - Parents are encouraged to provide advice, make recommendations and provide assistance in school decisions and advocacy that affect children and families.

Component 6: Collaborating with the Community The school addresses student, family, and community needs through appropriate services and cross-institutional partnerships.

Component 7: Equity in Human Resources - Our schools value the diversity of our families by utilizing the life experiences and community memberships of children, family and staff to support individual student growth and overall school goals.

The Superintendent shall develop specific indicators and guidance for each of the above components and publish them in a corresponding regulation.

The Board of Education supports professional learning opportunities for staff members to enhance understanding of effective family engagement and equity strategies. The Board also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parent/guardian participation.

In addition to programs at the school level, the Board of Education supports the development, implementation, and regular evaluation of a program to engage families/community in the decisions and practices of the school district, using the

ADMINISTRATIVE REGULATION

Descriptive Code: LEBA-R

PARENTAL INVOLVEMENT IN EDUCATION FAMILY ENGAGEMENT AND EQUITY AND EQUITY FRAMEWORK

Date: May 14, 2009

Vision and Purpose of Family Engagement and Equity

The Clarke County School District has developed a Family Engagement and Equity framework to:

- 1) encourage, support and secure an effective partnership and increased involvement among families, schools, and the community in the education of our children; continue to seek additional and innovative ways to promote family engagement.
- 2) promote high student achievement by creating school cultures that value and respect all participants-students, parents, staff, and administrators.
- 3) comply with the *No Child Left Behind Act of 2001* Title I requirements regarding the establishment of a parent involvement policy (20 USC 6183).

This framework is based on the Parent Teacher Association (PTA) National Standards for Parent/Family Involvement and the research of Joyce Epstein at Johns Hopkins University.

I. Definitions

Parent – Any legal guardian who plays an important role in a child's upbringing and well-being

Family – We define family as a group of two or more individuals related by blood, birth, marriage, adoption, guardianship, or other emotional tie.

We use the word parent and family in this policy to refer to all individuals who carry the primary responsibility for a child's education and development.

Family Engagement and Equity –the participation of parents and families in every facet of children's education and development from birth to adulthood, recognizing that parents and families are the primary influence in children's lives.

District-Level Family Engagement and Equity Action Team (FEAT) – The FEAT is made up of Family Engagement and Equity Specialists from many CCSD schools, parents, district-level administrators, and community members. The goal of this group is to build the capacity of CCSD staff to engage families through increased support and collaboration.

School-Level Family Engagement and Equity Team (SFEAT) – The SFEAT can be made up of parents, administrators, teachers, staff, Family Engagement and Equity specialists, community members, and when possible students. Local School Council, PTSO/PTA/PTO or other advisory group can serve as the SFEAT. The goal of this group is to use the district Family Engagement and Equity policy as a guide in their development of a site-based Family

- The CCSD will, to the extent possible, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable format and in a language parents understand or other alternative formats. Schools will use interpreters at all school functions, when a significant proportion of non-English speaking parents are representative.
- The SIF will be the mechanism for carrying out each of the requirements found in this Family Engagement and Equity policy. These SIFs will be evaluated and updated annually.
- The Clarke County School District will utilize the existing district-wide Parent Advisory Board (PAB) to provide advice on general matters related to Family Engagement and Equity.
- The concepts in this District-Wide Family Engagement and Equity Framework have been developed jointly with, and agreed on by, parents of children attending Clarke County Schools.

III. Family Engagement and Equity Components of the SIFs

Family Engagement and Equity activities within the SIF should support the following components, as appropriate:

Component 1 – Student /Family Learning-Education is student and parent centered and inclusive of the voices and experiences of our students/families.

Component 2 – Communication - Communication between home and school is open, frequent, meaningful, and conducted in multiple ways.

Component 3 – Parenting - Parenting skills are promoted and supported.

Component 4 – Positive and Equitable School Culture - School cultures are open, helpful and inviting.

Component 5 – Parent Decision Making / Advocacy - Parents are encouraged to provide advice, make recommendations and provide assistance in school decisions and advocacy that affect children and families.

Component 6 – Collaborating with the Community – The school addresses student, family, and community needs through appropriate services and cross-institutional partnerships.

Component 7 – Equity in Human Resources – Our schools value the diversity of our families by utilizing the life experiences and community memberships of children, family and staff to support individual student growth and overall school goals.

A. Implementation Activities

1. School Family Engagement and Equity Activities to Increase Student Achievement

CCSD will continue to provide the necessary coordination, technical assistance and other support to assist schools in the planning and implementation of effective Family Engagement and Equity activities to improve student achievement and school performance by helping schools to complete:

community. These activities will be specified in the school's SIF. Activities that meet this need and can be included in the SIF are: conferences, workshops and publications.

4. Community Partnerships

The CCSD will encourage each school, through its Partners in Education Program (school-business partners), to provide information about opportunities for organizations and businesses to work together with parents and schools. Each SIF should support the development of appropriate roles for community-based organizations and businesses in school and Family Engagement and Equity activities.

5. Title I Family Engagement and Equity Requirements

A. Reservation of Funds for Family Engagement and Equity Activities for Title I funded schools

The Clarke County School District shall annually reserve one percent of its Title I allocation for Family Engagement and Equity activities, including promoting family literacy and parenting skills. Ninety-five percent of this reserve will be allocated to the participating schools on an equal basis to be used for school-level Family Engagement and Equity activities specified in the school's plan. These funds will be in addition to any other funds the schools may choose to allocate to Family Engagement and Equity activities. Schools will be required to involve parents in the decision regarding how these funds are allotted for these activities at the school level.

B. Coordination with other Family Engagement and Equity Programs and Activities for Title I funded schools

The Clarke County School District will coordinate and integrate Family Engagement and Equity strategies under Title I with Family Engagement and Equity strategies under other programs, such as NCLB program, Even Start, adult education, Early Head Start, Parents as Teachers Program, Reading First, Early Reading First, migrant education, homeless education, bilingual programs, Family Literacy and Resource Centers, and the state lottery-funded pre-kindergarten program. The focus of this coordination will be at the school level through the school's Family Engagement and Equity policy/plan.

C. Annual Meeting for Title I funded schools

District staff in the Office of Student Achievement and Educational Equity will participate in each school's Annual Meeting. During this annual meeting, parents will be informed of the following:

- the Title I Program and its purpose,
- the requirements of Title I,
- the parents' rights to be involved in decisions made about their children's education in the school, and
- the school's improvement status in the district and the district's ranking in the state (if available).

A description of the proficiency levels of the assessments used to determine achievement of the state's content standards (CRCT) and what each of these levels means (Does not meet standards, Meets standards, Exceeds standards), will be provided when the content standards are described and explained in both written format and parent meetings. An explanation of the CCSD

E. Transportation and Childcare for Family Engagement and Equity in Title I funded schools

Each school funded by Title I will pay reasonable and necessary expenses associated with Family Engagement and Equity activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. Schools will also hold in-home conferences when families are unable to attend school conferences.

F. Parent Comments on LEA Plan from Title I funded schools

The Clarke County School District will collect all unsatisfactory parent comments regarding the LEA Family Engagement and Equity Plan under Section 1112 and will submit these comments to the SEA if necessary. Before the submission of any school-level required Title I plan, policy, or initiative, all parents will be informed of the school's efforts and will be given an opportunity to provide feedback. All input provided by parents must be considered by the school before any change effort is undertaken.

G. School-Family Compact/Agreement for Title I funded schools

Each school funded with Title I funds will jointly develop, with the parents of the children served with Title I funds, a school-parent compact/agreement will be developed as a component of this Family Engagement and Equity policy. See Appendix A for an example of a School-Family Compact/Agreements for elementary and middle schools. Annual report cards, individual student assessments, and progress reports will also be made available to all parents.

H. Family Engagement and Equity Activities for Private School Families

If private school children receive Title I funds, Family Engagement and Equity funding and activities will be provided to those students and their parents.

I. Annual Evaluation of Family Engagement and Equity in Title I funded schools

The Clarke County School District will conduct an annual evaluation of the Family Engagement and Equity policy, plan, and programs in the spring. The purpose of this evaluation will be to determine the effectiveness of each school's family engagement policy in increasing the participation of parents and to identify barriers to greater participation by parents. Particular attention will be given to parents who are economically disadvantaged, disabled, have limited English proficiency, are of any racial or ethnic minority, or who have limited literacy. Results of this annual evaluation will be communicated to all parents in the school. The results of each school's annual evaluation will be used to design strategies for school improvement and to revise, if necessary, the school and/or LEA's Family Engagement and Equity policy.

Each school's policy will be available for parent review upon request and will be updated and reviewed as needed. A copy must be submitted to the Office of Student Achievement and Educational Equity for monitoring by state officials. If the school's plan is not satisfactory to parents of participating children, the school will submit any parent comments with the school's plan. Parental comments (if applicable) will be kept on file at the school and in the Office of Student Achievement and Educational Equity. Schools will complete a Self Assessment, an evaluation of their SIFs, a determination of what standards they have followed, and determine the barriers that continue to keep families from becoming engaged in the schools.

J. Involvement of Parents and Community in the process of School Review and Improvement

will be placed in corrective action as required by the law. When a school is placed in corrective action, the district will consider one or more corrective actions for the school. Parents will be involved in the determination of any corrective action taken by the district and will be informed of these corrective actions and their impact on their child's continuing education at the school. Both public school choice and supplemental services will continue to be offered during corrective action until the school is no longer identified for school improvement.

- ✓ **Restructuring** If, after a third year following its identification for school improvement, a school does not make adequate yearly progress, it will be placed in restructuring as required by the law. When a school is placed in restructuring, the district will begin a year-long process of redesigning the school to open the subsequent year under an alternative governance structure. Parents will be involved throughout this process and will be informed of alternative governance selected for their child's school and its impact on their child's continuing education at the school. Both public school choice and supplemental services will continue to be offered during restructuring and alternative governance until the school is no longer identified for school improvement.

K. Written and Oral Communication with Parents

The Clarke County School District will ensure that all information related to school and parent programs, meetings, and other activities will meet this requirement. This includes:

- simple and clear written communication in parent-friendly language,
- clear and simple explanations of educational terms used by teachers and other school personnel,
- use of a variety of formats to communicate (both face-to-face as well as written),
- translation of written information into all languages which are represented to a significant degree in the school,
- use of interpreters at all school functions, if a significant proportion of parents are represented in attendance.

Outline for Anne Henderson Visit

Monday, September 21, 2009

Family Engagement Specialists (including Pre-K FES)

1:00 to 4:00 PM

Purpose: Team-building and discussion session to develop capacity

- Identify goals and challenges
- Learn about new research and effective practice
- Identify leadership style
- Consider new approaches to engaging families as partners in raising student achievement

Handouts: PPT; joining process handout, PTA standards

Equipment and supplies: newsprint, easel, markers and tape

Refreshments

Parent Meeting (30-50 families, plus interpreters)

6:00 to 8:00 PM

Presentation and Discussion with CCSD parents and family members on importance of parent/family engagement in education

- Introductions/why did I want to meet with you?
- We want your ideas on how the school and district can improve relationships with families – all families – and work with you more closely to make sure your children do well in school and enjoy learning.
- Icebreaker/In small groups: As a parent, what is the best experience you've had at your child's school? Share stories, identify common themes (Chart on newsprint)
- Brief review of importance of family involvement/BBS/key role of parents as advocate for their children
- Small groups (break into ES, MS/HS): What more could the school and teachers do to help you support your children's success in school? Is there anything the school is already doing that should be changed or improved?
- Report out
- Vote on priorities

Handouts: PPT handout for district leaders, joining process handout, PTA standards

Equipment and supplies: newsprint, easel, markers and tape, sticky dots for voting
Childcare and food

Group makeup – at least thirty parents that are well representative of the district in terms of ethnic background, social-economic status, and age of students in school.

Tuesday, September 22, 2009

Staff Professional Learning – Instructional Leadership Team: Assistant Principals, Instructional Lead Teachers, Content Coaches, Instructional Coaches, Coordinators, Content Specialists, and Directors (About 30 people)

8:00 to 11:00 AM

Justification – Research demonstrates a direct correlation between family engagement and student achievement. Studies of effective programs have identified practices that are successful in improving student achievement and sustaining strong family engagement from preschool-high school. For example: developing a joining process that welcomes families to the school community, developing strong working relationships between and among families and teachers, informing parents what their children are learning and doing in class, explaining what good student work looks like by age and grade level, demonstrating to families what good teaching looks like, promoting home-school discussions on how to improve student progress, and modeling how families can reinforce classroom learning at home.

To be covered:

- Leadership is Key: What do we know about engaging families? What do we want to know?
- Brief PPT: Research demonstrates a direct correlation between family engagement and student achievement. Characteristics of an effective, research-based family engagement program. Examples from high-performing schools and districts. Some focus on Secondary Schools/what supports districts should provide
- Report on findings in CCSD so far: What did parents say? What challenges do the family engagement specialists face?
- Group discussion: What is the district currently doing to support parent/family engagement? What expectations does it have for building leaders? How is it evaluated?
- What are some next steps?

Handouts: BBS, PPT handout, PTA standards, BTO and joining process handouts, treasure hunts

Equipment and supplies: projector and screen; newsprint, easel, markers and tape

Staff Professional Learning - Assistant Principals, Instructional Lead Teachers, Content Coaches, Instructional Coaches, Coordinators, Content Specialists, and Directors

12:30 to 3:30 PM

Repeat of morning session

Conversation with Community Partners (UGA, Literacy Council, CIS, others)
6:00 p.m. to 8:00 p.m.

Purpose: To facilitate stronger district-community collaborations

General discussion about community partners' perceptions of the district, their experiences working with schools and district staff, and their ideas for how to strengthen collaboration

- Brief review of the research with discussion of interesting things going on around the country
- Report on discussions so far with parents and district staff
- What's been your experience with school district-community collaborations?
- How could it be better/more useful?
- What kind of partnerships are you interested in?

Wednesday, September 23

Staff Professional Learning – Principals

8:00 to 11:00 AM

Justification – Research demonstrates a direct correlation between family engagement and student achievement. Studies of effective programs have identified practices that are successful in improving student achievement and sustaining strong family engagement from preschool-high school.

To be covered:

- Leadership is Key: What do we know about engaging families? What do you want to get out of this session?
- Brief PPT: Research demonstrates a direct correlation between family engagement and student achievement. Characteristics of an effective, research-based family engagement program. Examples from high-performing schools and districts. Some focus on Secondary Schools/what supports districts should provide
- Report on findings in CCSD so far: What did parents and district family engagement staff, community partners, say?
- Group discussion: What do you want parent engagement to look like at your schools? (Separate by ES, MS/HS) (Chart)
- What is the district currently doing to support parent/family engagement? What expectations does it have for building leaders? How is it evaluated? What supports from the district would help you do this more effectively?
- What are some next steps?

Handouts: BBS, PPT handout, PTA standards, BTO and joining process handouts, treasure hunts

Equipment and supplies: projector and screen; newsprint, easel, markers and tape

Staff Professional Learning – District FEAT, Secondary School Counselors, Social Workers, Graduation Coaches

12:00 to 4:00 PM

Bring a lunch

Purpose – A review of your current Family Engagement Program in terms of its various components – creating a welcoming environment, building strong relationships between teachers and families, organizing family activities that improve student achievement, developing families' self-confidence and power, promote professional development for families and staff, and accounting for differences in race, class, and culture.

- Identify goals and challenges
- Learn about new research on family involvement and student achievement
- What would you like parent engagement to look like at your schools (separate into ES, MS, HS groups)?
- What did parents, community members, principals, and instructional leaders say?

Wednesday, September 23 - Evening

4:00 p.m. to 5:00 p.m.

Discussion with the Superintendent about what happened during the two days of discussions and professional development, and the perceptions of parents, family engagement staff, and school/district leadership on the strengths and weaknesses of current family engagement practices within CCSD.

5:00 p.m. to 6:00 p.m.

Report and discussion with the Superintendent and Board of Education of findings from the two days discussions and professional development, and the perception of parents, family engagement staff, and school/district leadership on the strengths and weaknesses of current family engagement practices within CCSD.

Thursday, September 24

Staff Professional Learning – District FEAT Team (including pre-K), Elementary School Counselors, Social Workers

8:30 a.m. to 12:00 (noon)

Wrap up discussion – What have we learned from these sessions?

Identify some priorities for this year: (Brainstorm and vote)

Divide into small groups by priority area and chart an action plan:

- Family-friendly schools
- Linking to learning
- Transitions
- Community partnerships
- Other?

Discuss follow-up steps

Leave for airport